*Instructor’s Course Plan*

**Watson’s Human Caring Theory in Digital world**

**Instructor’s Course Plan**

|  |  |
| --- | --- |
| **UNIT 1**  Dates: | Title: Watson’s Caring Science as Context for Digital World Caring  Objectives:   * Discuss the overall purpose of the text and course. * Describe how mindfulness can be a means for facilitating Caring in the digital world. * Define Caritas Consciousness and Transpersonal Caring within the context of digital world.   Readings: Preface, Ch. 1-2  Discussion Question(s):   * Please discuss the extent of your current digital world usage (i.e. anything that has to do with sending, receiving, and/or viewing digital world content). * Share one instance in your professional life when digital world caring was evident and describe how that instance impacted you and the others involved. \*Please be sure to maintain privacy for the people involved by **not** posting true names or other detailed identifying information. |
| **UNIT 2**  Dates: | Title: Watson’s 10 Caritas Processes and How to apply them in the Digital World  Objectives:   * Describe Watson’s 10 Caritas Processes * Explain how Watson’s 10 Caritas Processes apply to Caring in the Digital world   Readings: Ch. 3-4  Discussion Question(s):   * Share one instance you experienced or were aware of when caring was **not** evident in a digital world situation. * Describe how two or more of the Caritas Processes described in Chapters 3 & 4 could have been employed to support caring in this situation. \*Please be sure to maintain privacy for the people involved by **not** posting true names or other detailed identifying information. |
| **UNIT 3**  Dates: | Title: Expressing Caring in Digital Classrooms and General Digital Communications   * Explain what nurse educators can do to sustain caring in digital world. * Explain what students can do to sustain caring in digital world. * Consider how digital caring strategies could be uniquely incorporated into your own teaching/learning activities. * Analyze how the caring digital communication examples in Chapter 6 might be modified to fit within your own communication style and habits.   Readings: Ch. 5-6  Discussion Question(s):   * Create a list of 3 digital world social/professional/educational situations that you find challenging. \*Please be sure to maintain privacy for people involved by **not** posting true names or other detailed identifying information. * For each of the three items on your list, modify/utilize the caring digital communication examples presented in Chapters 5-6 to craft communications/messages that will address each concern within the Transpersonal Caring framework. |
| **UNIT 4**  Dates: | Title: Expanding and Continuing Digital World Caring  Objectives:   * Explore how MOOCs and free and open trainings may be used to support the establishment of a collective intent to care on local and global scales. * Consider possibilities related to open online content in relation to forging connections across cultures, distance, space, and time on a global scale in nursing and beyond. * Create personal strategies for digital caring continuing   Readings: Ch. 7-8  Discussion Question(s):   * Perform an Internet search to find examples of nursing-related free and open online courses and MOOCs. Identify topical areas currently not addressed that you would like to see addressed in free and open content (in your organization, community, region, country, and globally) that are not currently available. * Discuss how addressing the topical areas you identified would benefit nurses and others on local and global scales. * Describe personalized strategies for incorporating digital caring into your own daily digital world presence. |

*Syllabus*

**Syllabus**

Course Title: Watson’s Human Caring Theory in Digital world

# Certificate of Completion issued upon successful completion of the course.

# Course Type: Online

1. Pre-requisites: None. This is an introductory course.

# Course Description: Learners will be introduced to Watson’s Caring Theory and how it can be implemented in Digital world. Exploration and learning related to key concepts will be supported through the introduction of mindfulness practices, reflective narrative, and contemplative art.

1. Course Faculty: Kathleen Sitzman, PhD, RN, CNE, ANEF

# Course Objectives:

# Upon completion of this course, the student will be able to:

* + 1. Describe practical examples that illustrate Watson’s 10 Caritas Processes and Transpersonal Caring Moments in digital world.
    2. Use research based digital caring practices to convey and sustain caring in online classrooms.
    3. Apply research based digital caring communication principles to convey caring in digital world interactions.
    4. Analyze how free and open digital world content might support collective Caring on a global scale.
    5. Discuss how Watson’s Caring Touchstones might be useful in everyday professional practice.

# Teaching Strategies:

* + Providing course specific reading materials in either print and/or online formats
  + Asynchronous online postings and discussion boards
  + Online reflective journaling
  + Multimedia presentations as appropriate in the online setting

1. Topical areas:
   * Watson’s Theory of Human Caring as context for digital world caring
   * Conveying and sustaining caring in digital world learning environments
   * Expressing caring in digital communications
   * Expressing local and global intent to care through free and open online trainings and courses
   * Caring Touchstones for caring continuing
2. Students are expected to demonstrate academic integrity:
   * Students will do their own work and assist others with course work only when the instructor specifies that group work/collaboration is expected or acceptable.
   * Students will not copy the language, structure, and ideas of others and then indicate that they created the work themselves. Students will provide citations when using/discussing the work of others.
   * Students will be truthful regarding any circumstances related to academic work.
   * Students will treat themselves and others with love, respect, courtesy, and an appreciation for diversity.
   * Students will maintain anonymity/privacy related to the situations described in online postings.

# Evaluation Methods: This class will be pass/fail. Students earning 80% of the total points available in the course will receive a passing grade and earn the corresponding Certificate of Completion.

1. Posting of Grades: All grades will be posted in the course grade book. In compliance with the Family Educational Rights and Privacy Act, grades are not public and will be visible to individual students and the instructor.
2. Policy on Late Work/Extensions: Extensions of up to 48 hours will generally be allowed for extenuating circumstances on a case-by-case basis.
3. Required textbook:
   * Sitzman, K., Watson, J. (2016). *Fast facts about how to convey caring in the digital world.* New York, New York: Springer Publishing.

*Course Introduction*

**Watson’s Human Caring Theory in the Digital world**

**Course Introduction**

Welcome to class. I look forward to working with you over the next 5 weeks Here are some suggestions that will help you successfully participate in this course from the beginning through to the end:

1. Explore all of the icons on the course homepage because they all have important information that will clarify what you need to do to be successful throughout the duration of the course. Here is a rundown of what each icon offers:
   1. *Syllabus* This icon takes you to general information about the course.
   2. *Course Calendar* This icon takes you to the class schedule. Be sure to print it out and carefully note assignment due dates to make sure you keep up with course.
   3. *Assignment Descriptions* This icon takes you to the assignment description and rubric information page. Here you will learn what is required to successfully complete each assignment and how you will receive credit for your work.
   4. *Unit Modules* This icon takes you to weekly organizer buttons. Clicking on one of the weekly organizer buttons will take you to information and helpful links in relation to required units of study for the corresponding week. Within each unit of study, there will be an easy link to corresponding discussion posting and journaling areas.
   5. *Resources* This icon takes you to links for electronic resources that may be helpful to you.
   6. *Instructor’s Office* This icon takes you to a brief introduction of your instructor that includes important contact information.
   7. *Course Orientation* You are here right now! I hope it is helping to clarify things!
   8. *Instructor Blog or Announcements* Click on this icon once or twice each week, on Mondays and Thursdays, to check for new developments.
2. Print out the course calendar and fill in the dates that correspond to the weeks listed on the calendar. The date you should fill in for *Week 1* corresponds to the week in which the class begins, and so on.
3. Print out the Instructor information so that you have a hard copy. This way, if the online course page goes down and you have temporarily lost the ability to contact the teacher via the course, you will still have the information you need to contact the teacher in a different way if needed.
4. Familiarize yourself with the units, journaling forums, and posting forums the first day the course opens so that you are able to keep up from the very beginning. Many studies related to online learning have shown that procrastination is one of the most common reasons why students fail online courses.
5. The most successful online students complete a small amount of work on the course each day at a specified time--for instance during lunch breaks.
6. Do not hesitate to ask for help from me via e-mail or online postings. I want you to be successful and I am here to help you.

*Instructor Introduction*



Welcome!

I am Kathleen Sitzman and I will be your professor for this course. I love teaching in digital world and look forward to engaging in collaborative teaching/learning with you.

I earned my BSN and MSN degrees from the University of Utah and my PhD from University of Northern Colorado. My husband and I live near a beach in the Southeastern United States. We have been married for 35 years and have three grown children who are all off doing wonderful things. When I am not teaching, I enjoy cooking, sailing, reading, walking, and flying different kinds of kites on the beach.

Please do not hesitate to contact me if you need me. E-mail is the most efficient way to reach me as I check it many times a day during working hours M-F. My e-mail address is [sitzmank@ecu.edu](mailto:sitzmank@ecu.edu)

I enjoy connecting with my students via phone and/or video Skype. If you would like to talk, brainstorm, problem-solve, process, etc., then please send an e-mail message to me with a few days/times when you are available and we will work together to get a phone or video Skype meeting arranged.

I believe we all have something to share that will teach others new and important insights. I am a collaborative partner in this teaching/learning endeavor. I look forward to working with you as we learn together in this course.

Dr. S

*Course Calendar*

**Watson’s Human Caring in the Digital world**

**Student Calendar and Reading/Assignment Checklist**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week 1**  Place dates here:  \_\_\_\_\_\_\_\_\_\_\_\_ | **UNIT 1**  Title: Watson’s Caring Science as Context for Digital World Caring  Objectives:   * Discuss the overall purpose of the text and course. * Describe how mindfulness can be a means for facilitating Caring in the digital world. * Define Caritas Consciousness and Transpersonal Caring within the context of digital world.   Readings: Preface, Ch. 1-2  Complete this assignment checklist:   * Please discuss the extent of your current digital world usage (i.e. anything that has to do with sending, receiving, and/or viewing digital world content). * Share one instance in your professional life when digital world caring was evident and describe how that instance impacted you and the others involved. \*Please be sure to maintain privacy for the people involved by **not** posting true names or other detailed identifying information. * Your main posting which addresses the two questions above can be in first person narrative (250 or more words). * Thoughtfully respond to at least two classmates’ online postings.   Assessment: The assignments that you will post on the Unit 1 discussion board are worth 50 points and will be assessed based on the following rubric:   |  |  | | --- | --- | | Required Element | Points Possible | | First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings | **25** | | Thoughtful online response to a minimum of 2 classmates | **10** | | Grammar and spelling | **10** | | Netiquette observed | **5** | |
| **Week 2**  Place dates here:  \_\_\_\_\_\_\_\_\_\_\_\_ | **UNIT 2**  Title: Watson’s 10 Caritas Processes and How to apply them in the Digital World  Objectives:   * Describe Watson’s 10 Caritas Processes * Explain how Watson’s 10 Caritas Processes apply to Caring in the Digital world   Readings: Ch. 3-4  Complete this assignment checklist:   * Share one instance you experienced or were aware of when caring was **not** evident in a digital world situation. * Describe how two or more of the Caritas Processes described in Chapters 3-4 could have been employed to support caring in this situation. \*Please be sure to maintain privacy for the people involved by **not** posting true names or other detailed identifying information. * Your main posting which addresses the two questions above can be in first person narrative (250 or more words). * Thoughtfully respond to at least two classmates’ online postings.   Assessment: The assignments that you will post on the Unit 2 discussion board are worth 50 points and will be assessed based on the following rubric:   |  |  | | --- | --- | | Required Element | Points Possible | | First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings | **25** | | Thoughtful online response to a minimum of 2 classmates | **10** | | Grammar and spelling | **10** | | Netiquette observed | **5** | |
| **Week 3**  Place dates here:  \_\_\_\_\_\_\_\_\_\_\_\_ | **UNIT 3**  Title: Expressing Caring in Digital Classrooms and General Digital Communications   * Explain what nurse educators can do to sustain caring in digital world. * Explain what students can do to sustain caring in digital world. * Consider how digital caring strategies could be uniquely incorporated into your own teaching/learning activities. * Analyze how the caring digital communication examples in Chapter 6 might be modified to fit within your own communication style and habits.   Readings: Ch. 5-6  Complete this assignment checklist:   * Create a list of 3 digital world social/professional/educational situations that you find challenging. \*Please be sure to maintain privacy for people involved by **not** posting true names or other detailed identifying information. * For each of the three items on your list, modify/utilize the caring digital communication examples presented in Chapters 4-5 to craft communications/messages that will address each concern within the Transpersonal Caring framework. * Your main posting which addresses the two questions above can be in first person narrative (250 or more words). * Thoughtfully respond to at least two classmates’ online postings.   Assessment: The assignments that you will post on the Unit 3 discussion board are worth 50 points and will be assessed based on the following rubric:   |  |  | | --- | --- | | Required Element | Points Possible | | First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings | **25** | | Thoughtful online response to a minimum of 2 classmates | **10** | | Grammar and spelling | **10** | | Netiquette observed | **5** | |
| **Week 4**  Place dates here:  \_\_\_\_\_\_\_\_\_\_\_\_ | **UNIT 4**  Title: Expanding and Continuing Digital World Caring  Objectives:   * Explore how MOOCs and free and open trainings may be used to support the establishment of a collective intent to care on local and global scales. * Consider possibilities related to open online content in relation to forging connections across cultures, distance, space, and time on a global scale in nursing and beyond. * Create personal strategies for digital caring continuing   Readings: Ch. 6-7  Complete this assignment list:   * Perform an Internet search to find examples of nursing-related free and open online courses and MOOCs. Identify topical areas currently not addressed that you would like to see addressed in free and open content (in your organization, community, region, country, and globally) that are not currently available. * Discuss how addressing the topical areas you identified would benefit nurses and others on local and global scales. * Express your personalized strategies for incorporating digital caring into your own daily digital world presence. You have the option to use first person narrative response **OR** you have the option to use pointillism, mandala, or photographic images to represent your thoughts and feelings. * Your main posting which addresses the two questions above can be in first person narrative (250 or more words). * Thoughtfully respond to at least two classmates’ online postings.   Assessment: The assignments that you will post on the Unit 4 discussion board are worth 50 points and will be assessed based on the following rubric:   |  |  | | --- | --- | | Required Element | Points Possible | | First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings  **OR**  Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image. | **25** | | Thoughtful online response to a minimum of 2 classmates | **10** | | Grammar and spelling | **10** | | Netiquette observed | **5** | |

*Assignment Clarification and Grading*

Watson’s Human Caring Theory in Digital world

**Assignment Summary**

**Total points available in the course:**

Required Discussion Board Postings: 4 @ 50 points each = 200

This class will be pass/fail. Students earning 80% of the total points available in the course will receive a passing grade and earn the corresponding Certificate of Completion.

**Grading Criteria:**

Passing Grade = 160 points and above

Failing Grade = 159.9 points and below

**Assignment Clarification:**

**Discussion Board Postings (200 Points):** Regular and committed participation is integral to successful completion of this interactive course. A significant amount of knowledge development will occur through group discussion, sharing, and collaboration. It is essential for you to read the assigned chapters and consider how it applies to your experiences.

Discussion board postings will involve each student providing online responses to unit content, and thoughtfully responding to the postings of others in the class. Substantive, thoughtful, and well-constructed postings are expected. Reading the unit chapters, reading the postings of classmates, forming opinions, and then mindfully communicating your thoughts are all required for success in this endeavor. Empowered student communication forms the basis for all discussions. The underlying philosophy of this approach is to embrace diversity, hear every voice and respect each group member. In this process, the focus is on valuing what is shared among our teaching/learning colleagues. Courtesy, respect, and restraint are hallmarks of this approach. Please read the Digital Caring Etiquette handout in this courseas you will be responsible for demonstrating these behaviors throughout the duration of this course.

Please maintain anonymity/privacy related to the situations described in your postings.

Here is an example of the point breakdown: There are 50 points possible for **each** of the 4 learning units--one per week for 4 weeks (200 points total). The 50 points possible per unit are broken down in this way: There are 25 points possible for your scholarly response to each unit question and 10 points possible for your scholarly responses to a minimum of 2 classmate postings within each unit. Grammar and spelling are worth 10 points and proper use of Netiquette is worth an additional 5 points (total=50). Further explanation: Let's say you are in Week 1 of this course and have just completed the readings associated with Unit 1 of Week 1. If you go to the discussion board area for Week 1 Unit 1, create and post a substantive response to the Unit 1 content, and then thoughtfully respond to 2 classmates' postings, using appropriate grammar, spelling, and netiquette, then you will earn 50 points (perfect score) for the required Unit 1 discussion board posting assignment. Let's continue by saying that your twin sister is also in the course and she forgets to spell check, thereby misspelling 5 words somewhere in her postings (-5 points), and she also only responds to 1 classmate instead of 2 (-5 points), so she ends up earning 40 points for the same unit.

Here is a grading rubric for Units 1-3 discussion postings:

|  |  |
| --- | --- |
| Required Element | Points Possible |
| First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings | **25** |
| Thoughtful online response to a minimum of 2 classmates | **10** |
| Grammar and spelling | **10** |
| Netiquette observed | **5** |

Here is a grading rubric for the Unit 4 discussion posting:

|  |  |
| --- | --- |
| Required Element | Points Possible |
| First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings  **OR**  Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image. | **25** |
| Thoughtful online response to a minimum of 2 classmates | **10** |
| Grammar and spelling | **10** |
| Netiquette observed | **5** |

*Digital Caring Etiquette Guidelines*

**Digital Caring Etiquette**

**Please…**

1. Spell and grammar check before sending or posting anything.
2. Use a polite greeting at the beginning of messages, i.e. “Hello Dr. Sitzman…” or “Dear AnneMarie…”
3. Close messages and postings with your name so that readers can be certain of who wrote it. In professional or academic settings, use your first and last name.
4. Never use all capital letters in any message or posting as this could be perceived as shouting.
5. Use black font that is easy to read.
6. Adopt the practice of writing please and thank-you wherever possible.
7. Never post or text private or sensitive content.
8. Never post or text identifying information or *any* images of clients, patients, colleagues, or work situations.
9. Never use social media to discuss or post images of clients, patients, colleagues, or work situations.
10. Treat every digital experience and activity as an opportunity to care.